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ABSTRACT

This search of the ERIC system, Dissertation Abstracts, and the journal literature yielded 27 documents which review suggested techniques for use in school and at home to increase levels of motivation. (CJ)

ED 061567

searchlight

Relevant Resources in High Interest Areas

5R

RETROSPECTIVE SEARCH

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Counseling for Achievement Motivation

Compiled by Mary Jane Kidder

October 1971

This search reviews suggested techniques for use in school and at home to increase levels of motivation.
(27 document abstracts retrieved)

$1.00

CG 400 057

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Introduction

This information packet is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE) from January 1967 through June 1971, in Dissertation Abstracts International from January 1968 through June 1971, and in ERIC's Current Index to Journals in Education (CIJE) from January 1968 through June 1971.

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Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

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Journal Articles

Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

ERIC Documents

ED 021 617 PS 001 065
Adkins, Dorothy And Others
MEASUREMENT OF MOTIVATION TO ACHIEVE IN PRESCHOOL CHILDREN. FINAL REPORT.
Hawaii Univ., Honolulu. Educational Research and Development Center.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Report No—OEO-4218
Pub Date 68
Note—37p.

Descriptors—COVERT RESPONSE, FACTOR ANALYSIS, ITEM ANALYSIS, LOW ACHIEVEMENT FACTORS, *MEASUREMENT INSTRUMENTS, *MOTIVATION, *PERFORMANCE FACTORS, PREDICTIVE MEASUREMENT, *PRESCHOOL CHILDREN, STUDENT ATTITUDES
Identifiers—Hawaii, *Head Start

A previous study was successful in designing an instrument to measure motivation which can be used with preschool children. The purpose of the present research was (1) to develop further the new instrument by giving it an initial trial on a substantial number of subjects, (2) to select and revise the test items on the basis of item analysis, and (3) to identify the factorial structure underlying the preschool childrens' responses. This study was conducted in Hawaii and involved 4- and 5-year -old children. Of the 182 subjects, 114 attended Head Start classes and 68 attended private preschools. The test instrument consisted of 200 items, each composed of a pair of figures and a short situational setting. The two figures in the item represented different responses to the situation. The child was told the situation and asked to choose the response he would make. Each response had a different motivational overtone. Thus, an evaluation of all of the child's responses provided an indication of his motivational structure. The item analysis of the data led to the elimination of 100 unnecessary items. The factorial structure was tentatively mapped, and data will be gathered to explore the validity of the instrument. Research is being planned to use this instrument to teach motivation to preschoolers. (WD)

ED 037 771 CG 005 153
Adkins, Dorothy C. And Others
Motivation to Achieve in School. Final Report.
Hawaii Univ., Honolulu. Educational Research and Development Center.
Pub Date Jan 70
Note—170p.

Descriptors—Academic Aspiration, *Achievement, Behavior, *Curriculum Design, Educational Research, *Learning Motivation, *Motivation, *Motivation Techniques, Preschool Children, Research Projects

This research on motivation has been focused on (a) development of a measure of motivation of young children to achieve in school, a measure consonant with a five-faceted theory of constituents of motivation, and (b) a curriculum for teaching motivation to preschool children, also grounded in the theory. The resulting measure, Jumpgookies, is an objective-projective device consisting of dichotomous items. The test has been given to 1,607 children in the United States and 668 children in grades one, two, and four in Hawaii. Item difficulty indices and item test correlation coefficients have been studied, and data for each group and for various combinations of groups have been factor analyzed. Results of the first attempts to teach motivation to preschool children are regarded as sufficiently promising to warrant intensive efforts. Plans for extending this work to children both younger and older than preschoolers are being pursued. Follow-up of the groups involved in the study is also projected. (author/KJ)

ED 029 139 08 VT 008 373
Alschuler, Alfred, And Others
Achievement Motivation Development Project. Interim Report Section 1.
Harvard Univ., Cambridge, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-7-1231
Pub Date Feb 69
Grant—OEG-0-8-071231-1747
Note—212p.

Descriptors—*Academic Achievement, Changing Attitudes, Control Groups, Course Evaluation, Developmental Programs, Educational Environment, Experimental Groups, High School Students, *Individualized Curriculum, Junior High School Students, *Learning Motivation, Literature Reviews, *Motivation Techniques, Potential Dropouts, Questionnaires, Self Actualization, *Student Motivation
Identifiers—Achievement Motivation Development Project

Two objectives of this project were: (1) to discover what specific methods of arousing motivation are most effective for particular groups, and (2) to prepare instructional materials which will make the prototype achievement motivation course and motivational climates available to a wider number of educators. Attention is given to the methods (inputs) for arousing motives and ways of evaluating whether a motive has been aroused (yields). There are two general types of inputs: course inputs and environmental inputs. Course inputs may be placed in four groups: (1) teaching the achievement syndrome, (2) fostering goal setting, (3) providing cognitive supports, and (4) providing group supports. Environmental inputs are the opportunities and specific external cues for motives. Motivation is studied relative to potential high school dropouts, increases through structure and climate, and yields through individualized instruction. A related document is VT 008 366. (CH) -

ED 016 252 24 CG 001 313
ALSCHULER, ALFRED S.
THE ACHIEVEMENT MOTIVATION DEVELOPMENT PROJECT, A SUMMARY AND REVIEW
HARVARD UNIV., CAMBRIDGE, MASS.
REPORT NUMBER BR-7-1231
PUB DATE 67
CONTRACT OEC-5-10-239
33P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *ADOLESCENTS, *CURRICULUM DEVELOPMENT, *MOTIVATION TECHNIQUES, *STUDENT MOTIVATION, COURSE CONTENT, COURSE DESCRIPTIONS, COURSE OBJECTIVES, MOTIVATION, RESEARCH PROJECTS,

THE GOALS OF THIS PROJECT ARE--(1) THE IDENTIFICATION OF KEY VARIABLES IN AROUSING MOTIVATION, AND (2) THE DEVELOPMENT OF CURRICULA WHICH INCREASE ACHIEVEMENT MOTIVATION. THE DEVELOPMENT OF NEED ACHIEVEMENT (N G4... G1ACH) THEORY AND RESEARCH IN THIS AREA ARE DISCUSSED. METHODS OF MEASURING MOTIVATION ARE DESCRIBED. PROPOSITIONS BASIC TO THE STUDY ARE--(1) GOAL SETTING, (2) MOTIVE SYNDROME, (3) COGNITIVE SUPPORTS, AND (4) GROUP SUPPORTS. THE HYPOTHESIZED VARIABLES RELATED TO THESE PROPOSITIONS ARE BEING SYSTEMATICALLY ADDED AND SUBTRACTED IN A SERIES OF MOTIVE AROUSAL COURSES FOR ADOLESCENTS. STUDENTS WITH HIGH ACHIEVEMENT MOTIVATION MAY FIND THEMSELVES OPERATING CONTRARY TO SCHOOL GOALS. THIS RESULTS IN NEGATIVE SELF-IMAGE FORMATION AND A DISTASTE FOR SCHOOL. THE MOTIVE AROUSAL COURSE HELPS THE STUDENT WITH HIGH ACHIEVEMENT MOTIVATION. VARIOUS MOTIVE AROUSAL COURSES AND THEIR RESULTS ARE PRESENTED. A COGNITIVE LEARNING APPROACH AND AN EXPERIENCE-BASED APPROACH ARE COMPARED. A MOTIVE ACQUISITION COURSE IS OUTLINED. APPROPRIATE CASE STUDIES, TEXT MATERIALS, GAMES, AND EXERCISES HAVE BEEN DEVELOPED INTO AN INSTRUMENTED CURRICULUM WHICH WILL BE AVAILABLE FOR CLASSROOM USE. IMPLICATIONS FOR PSYCHOLOGICAL EDUCATION ARE DISCUSSED. COPIES MAY BE OBTAINED FROM THE CENTER FOR RESEARCH AND DEVELOPMENT ON EDUCATIONAL DIFFERENCES, PUBLICATIONS OFFICE, LONGFELLOW HALL, APPIAN WAY, CAMBRIDGE, MASSACHUSETTS 02138. (PS)

ED 029 967 08 VT 008 366
Alschuler, Alfred And Others
How to Develop Achievement Motivation: A Course Manual for Teachers. Interim Report (First Draft). Section 2.
Achievement Motivation Development Project, Cambridge, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-7-1231
Pub Date Feb 69
Grant—OEG-0-8-071231-1747
Note—194p.

Descriptors—Academic Achievement, Case Studies (Education), *Course Content, Course Descriptions, Developmental Programs, Educational Environment, Educational Games, *Inservice Teacher Education, Instructional Innovation, Instructional Materials, *Learning Motivation, *Literature Reviews, Motivation Techniques, Role Playing, Self Actualization, *Student Motivation, Teacher Workshops
Identifiers—Achievement Motivation Development Project

This teacher's manual grows out of a major research project that is attempting to discover the most effective methods of increasing motivation of the adolescent. The methods under study are combined into special courses that are given in schools by teachers, not in laboratories by research scientists nor in clinics by psychotherapists. "Pyschological education" is described as a new educational movement of which the achievement motivation course is a part. The history, goals, methods, and rationale for this movement are discussed in some detail. Also, a fairly detailed course outline is provided to suggest how one course was put together. Chapter 2 is a set of instructions and suggestions put together to allow potential motivation course teachers to experience a course themselves. Chapter 3 builds on this experience by providing a review of the research on achievement motivation. Chapter 4 is a detailed, down-to-earth description of what goes in an achievement motivation course for students. The appendixes include an array of games, case studies, and role plays for achievement motivation courses. A related document is VT 008 373. [Not available in hardcopy due to marginal legibility of original document] (JC)

ED 027 500 AC 004 201

Baruch, Rhoda Wasserman

The Achievement Motive in Women; A Study of the Implications for Career Development.

Harvard Univ., Cambridge, Mass.

Pub Date 66

Note—276;.; Ed. D. Thesis.

Available from—University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-3028, MF $3.55, Xerography $12.60)

Document Not Available from EDRS.

Descriptors—*Achievement Need, Adults, Age Differences, Analysis of Variance, College Graduates, Developmental Psychology, Doctoral Theses, Educational Background, Employment Level, *Employment Patterns, Family Status, *Females, Fringe Benefits, *Goal Orientation, Mass Media, Research, *Socioeconomic Influences

Using 137 Radcliffe alumnae and a national sample of 763 women, this study tested two hypotheses: (1) the achievement motive of women is associated with age and family situation; (2) for those woman whose families are established, achievement motivation is associated with paid employment and return to work. The Radcliffe group wrote Thematic Apperception Test-type stories which were scored for achievement motive; the nationwide group were analyzed by education, age, achievement motive; and employment status. The first hypothesis held true for the Radcliffe sample and the college educated subset of the national sample. The second hypothesis was rejected, for work status and achievement motive were independent for the population in general. Interaction among work status, education, and age was highly significant, indicating that employment patterns by age are different for women of different educational backgrounds. However, for women of each educational level, increased in achievement motive appeared to be followed by return to paid employment some years later. Benefits under Social Security may account for employment changes. The notion of mass media manipulation of women's motives also proved relevant. (author/lv)

ED 038 684 CG 005 230

Hawkins, Robert P. Sluyter, David J.

Modification of Achievement by a Simple Technique Involving Parents and Teacher.

American Educational Research Association, Washington, D.C.; Western Michigan Univ., Kalamazoo.

Pub Date 2 Mar 70

Note—19p.; Paper presented at American Educational Research Association Convention, Minneapolis, Minnesota, March 2-6, 1970

Descriptors—Children, Low Achievers, *Low Motivation, Motivation, *Motivation Techniques, *Parent Participation, *Performance, Students, *Underachievers

Seven experiments were conducted to help answer the question, "What can parents and teachers of an underachieving child do to help that child?" Though many school programs exist for such children, many remain underachievers despite absence of serious "emotional" or socioeconomic problems. A simple inexpensive technique was designed to raise achievement in those children whose primary problem was low motivation. Its adoption could be initiated by either parents or teachers, since no specialized knowledge and very little effort was required of either party. The technique involved daily dispensing of dittoed notes to the child at school regarding his performance in the area of interest. These notes were taken home and parents arranged reinforcing consequences there. Single-subject design was used. Dependent variables, chosen on basis of individual subject's achievement problems, talking out of turn, and inattentiveness. Six of the seven cases showed significant improvement resulting from application of technique. Four of the cases are presented. Variations of this simple technique should be tried in many schools to determine its general effectiveness. It can be initiated by counselors, psychologists, social workers and principals as well as teachers and parents. It should be applicable to most grade levels, but this remains to be determined. (Author)

ED 029 332 CG 003 956

Lubetkin, Barry S. Lubetkin, Arvin I.

Achievement Motivation in a Competitive Situation: A Comparison of Undergraduates, Younger Graduate Students and Older Female Graduate Students.

Pub Date 19 Apr 68

Note—19p.; A modified version of this paper was presented at the meetings of the Eastern Psychological Association, Washington, D.C., April 19, 1968.

Descriptors—*Academic Aspiration, Achievement Need, Adult Learning, *Educational Interest, *Graduate Students, Motivation, Sex (Characteristics), *Student Motivation, Student Research, *Womens Education

This study investigated whether older female graduate students who have experienced an interruption in their formal academic education will display greater achievement motivation when competing against a male than will younger graduate females or undergraduate females. The measure of achievement motivation was the percentage of incompleted tasks recalled minus the percentage of completed recalled (Zeigarnik Effect). Previous research shows a high Zeigarnik score corresponding to a heightened achievement motive. When placed in a competitive situation with a male, older female graduate students showed significantly higher Zeigarnik scores than did the other groups in similar competition. Results were discussed with reference to a developing achievement oriented personal identity in the older Ss. An alternative social-acceptance explanation was also considered. (Author)

ED 029 067 UD 007 859

McClelland, David C.

Achievement Motivation Training for Potential High School Dropouts. Achievement Motivation Development Project Working Paper Number 4.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 68

Contract—OEC-0-8-071231-1747

Note—14p.

Descriptors—Academic Performance, *Achievement, Course Content, Dropout Attitudes, Dropout Prevention, *Dropout Research, Grade 10, *High School Students, Males, Matched Groups, *Motivation, Pilot Projects, School Attitudes

This pilot project sought to determine if instruction in achievement motivation would help potential dropouts to complete their schooling. Subjects were tenth grade students in a suburban Boston high school. A one-week residential course during winter and spring vacations was taken by one group of six boys and a second group of four. Equated matched control groups were set up. Course content consisted of learning about the achievement syndrome, exercises in self-study, planning future activities, and learning individual responsibility from group living. Findings show that fully trained boys (those who remained in the course for the full five days) had improved academic performance and better attitudes toward school. On the whole, however, the results are said to be inconclusive. The project gains significance largely because the study is one of the very few which show that intervention can produce a significant improvement in "hard core" problem boys. (NH)

ED 015 491 72 CG 000 920

MEHTA, PRAYAG

ACHIEVEMENT MOTIVE IN HIGH SCHOOL BOYS AND TRAINING FOR IT. PROJECT REPORT.

NATIONAL INST. OF EDUCATION, NEW DELHI (INDIA)

REPORT NUMBER NIE-HEW-PROJ-002

PUB DATE 66

CONTRACT OEC-4-21-002

305P.

DESCRIPTORS *ACHIEVEMENT TESTS, *EDUCATIONAL RESEARCH, *MOTIVATION, *PSYCHOLOGICAL TESTS, *SECONDARY SCHOOL STUDENTS, ACADEMIC PERFORMANCE, ACHIEVEMENT MOTIVATION INVENTORY, CORRELATION, DELHI, EXPERIMENTAL PROGRAMS, INDIA, LOW ACHIEVERS, RELIABILITY, SOCIOECONOMIC INFLUENCES, SOCIOECONOMIC STATUS, THEMATIC APPERCEPTION TEST,

IN DELHI, INDIA, TWO STUDIES WERE MADE OF ACHIEVEMENT MOTIVATION (N ACH). IN THE FIRST STUDY, 1,000 IX CLASS BOYS IN SECONDARY SCHOOLS WERE GIVEN A THEMATIC APPERCEPTIVE MEASURE OF N ACH AND AN ACHIEVEMENT MOTIVATION INVENTORY. THE RESULTS AND LIMITATIONS OF THE STUDY ARE DISCUSSED, AND SUGGESTIONS FOR FURTHER RESEARCH ARE MADE. THE SECOND STUDY TESTED THE EFFECT OF TWO MOTIVATION TRAINING PROGRAMS FOR TEACHERS ON N ACH, AND ACADEMIC ASPIRATION LEVELS IN PUPILS. AFTER THE TEACHER TRAINING PROGRAMS WERE COMPLETED, GROUPS OF BOYS COMPLETED A COURSE TO RAISE THEIR ASPIRATIONS, A COURSE TO RAISE THEIR N ACH, BOTH OF THESE, OR NEITHER. RESULTS INDICATED--(1) THE ASPIRATION BOOSTING PROGRAM ALONE DID NOT AFFECT N ACH, AND (2) THE BOYS HAVING BOTH COURSES SHOWED THE GREATEST CHANGE IN N ACH. LIMITATIONS TO THE STUDY ARE (1) VARYING AMOUNTS OF THE CURRICULUM WERE COVERED IN DIFFERENT SCHOOLS, (2) TEACHERS' TECHNIQUES VARIED IN EFFECTIVENESS. FUTURE STUDIES WILL SHOW IF THE IMPACT OF THE N ACH PROGRAM INCREASES WITH TIME, AND IF BOYS OF LOW SOCIOECONOMIC STATUS NOW VALUE EDUCATION MORE THAN BOYS OF MIDDLE AND HIGH SOCIOECONOMIC STATUS. (PR)

ED 016 241 CG 001 050

MOULTON, ROBERT W.

MOTIVATIONAL IMPLICATIONS OF INDIVIDUAL DIFFERENCES IN COMPETENCE.

PUB DATE 3 SEP 67

11P.

DESCRIPTORS *INDIVIDUAL DIFFERENCES, *MOTIVATION, *SELF EVALUATION, *TASK PERFORMANCE, *VALUES, PROBABILITY, SELF ESTEEM, SPEECHES, THEORIES,

SELF-JUDGMENTS OF COMPETENCE VARY GREATLY. COMPETENCE JUDG-

MENTS ARE IMPORTANT IN TESTING THE THEORY OF ACHIEVEMENT MOTIVATION. APPLICATION OF THIS THEORY REQUIRES ACCURATE CONTROL OR ASSESSMENT OF THE SUBJECTIVE PROBABILITIES IN AN INDIVIDUAL'S COMPETENCE JUDGMENTS. SUBJECTIVE PROBABILITIES ARE OF TWO TYPES--(1) SUBJECTIVE PROBABILITY OF SUCCESS, AND (2) CONSENSUAL DIFFICULTY LEVEL OR GENERALIZED JUDGMENTS ABOUT DIFFICULTY. VARIOUS TECHNIQUES FOR ELIMINATING OR CONTROLLING INDIVIDUAL COMPETENCE JUDGMENTS HAVE BEEN DEVISED. IN ONE METHOD, THE SUBJECT STATES HIS PROBABILITY OF SUCCESS FOR THE TASK. IN ANOTHER METHOD, THE SUBJECT IS GIVEN AN ASSESSMENT OF HIS COMPETENCE PRIOR TO PERFORMANCE OF THE TASK. SOME RESEARCH STUDIES HAVE SHOWN THAT THE COMPETENCE VARIABLE IS RELEVANT IN MEASURING ACHIEVEMENT MOTIVATION. THIS TOPIC REQUIRES FURTHER INVESTIGATION. EXTRINSIC INCENTIVES SUCH AS SOCIAL APPROVAL AND PRESTIGE ALSO PLAY A ROLE IN THE COMPETENCE VARIABLE. THE TENDENCY TO PERFORM AN ACHIEVEMENT RELATED ACT WILL INCREASE AS A FUNCTION OF CONSENSUAL DIFFICULTY LEVEL. COMPETENCE IS IMPORTANT, MEASURABLE, AND CAN BE USED TO ASSESS THE RELATIONSHIP BETWEEN EXTERNAL DEFINITION OF DIFFICULTY LEVEL AND SUBJECTIVE PROBABILITIES. THIS PAPER WAS PRESENTED AT THE AMERICAN PSYCHOLOGICAL ASSOCIATION CONVENTION, WASHINGTON, D.C., SEPTEMBER 1967. (SK)

ED 027 548 CG 001 052

Raynor, Joel O.

The Functional Significance of Future Goals.

American Psychological Association, Washington, D.C.

Pub Date [67]

Note—12p.; Paper presented at the American Psychological Association Convention, San Francisco, California, August 30 through September 3, 1968.

Descriptors—*Achievement Need, *Behavior Theories, Goal Orientation, *Individual Differences, *Mathematical Models, *Motivation, Personal Values, Psychological Characteristics

Antecedent and current theories of achievement motivation are stated, and a broader theory of achievement motivation presented, which attends to the effects of anticipated future achievement goals on present achievement oriented behavior. This broader theory suggests that an individual's characteristic achievement motivation is accentuated when present performance is perceived as instrumental in attaining future achievement goals. Research evidence is given in support of this proposition. A mathematical model of the proposed theory is presented, giving the total resultant tendency to achieve as a multiplicative function of motive, expectancy, and incentive, perceived as a subjective, compound probability. Extrinsic motivation may also be increased when the activity has future implications. The individual's cognitive structure becomes important in predicting differential effects of achievement motivation. (BP)

ED 038 659 CG 005 149

Shea, Dennis J. Cohen, Karen M.

Control of Reinforcement, Goal-setting, and Academic Behavior.

American Educational Research Association, Washington, D.C.

Pub Date 4 Mar 70

Note—13p.; Paper presented at American Educational Research Association Convention, Minneapolis, Minnesota, March 2-6, 1970

Descriptors—*Academic Achievement, *Elementary School Students, *Goal Orientation, Grade 6, *Motivation, *Motivation Techniques, Student Motivation, Teachers

Thirty sixth grade teachers and their students participated in a motivation training program. The program was based on Charm's theory of personal causation which postulates that "Man's primary motivation is to be effective in causing changes in his environment." When a person feels he is in control of his fate he is positively motivated and confident and acts like an Origin. When his is controlled he is relatively powerless and acts like a Pawn. In order to facilitate the motivation of others teachers must treat pupils like Origins and not Pawns and thus activities were planned that would help children learn more about their motives and how to reach their goals. The trained pupils felt more like Origins than those in an untrained control group. The training helped improve academic performance and helped pupils set more realistic goals and be more successful in reaching them. It appears that goal-setting strategy is related to academic performance because children who set unrealistically high goals tended to perform poorly in school work. It also appears that one's feeling of potency is related to goal-setting because more potent subjects tended to set realistic goals while powerless subjects tended to set very high goals. (RSM)

ED 036 954 EC 005 256

Sutton, Jeannette Schur And Others

A Program to Increase the Motivation of Low Achieving Students. Final Report.

Syosset Central School District 2, N.Y.

Spons Agency—New York State Education Dept., Albany. Div. of Research.

Pub Date 68

Note—114p.

Descriptors—Academic Achievement, Attendance, Counseling, Cultural Activities, English, *Exceptional Child Research, Field Trips, Guidance, Guidance Counseling, *Guidance Programs, *Low Achievers, *Motivation, Remedial Reading, Social Studies, Special Classes, Student Seminars

A 3-year guidance program to increase achievement level and motivation admitted 73 low achieving 10th graders. Experimental subjects were assigned to seminar or non-seminar groups; controls remained in the usual slow track. Both experimental groups were divided into smaller groups for flexibly programed classes in English, social studies, and reading and for guidance classes; both groups participated in weekly cultural programs and field trips. The seminars for the one group provided individual counseling, conferences, supervised study, and library work. Students were evaluated throughout the program. Results varied from year to year but there were no significant differences in IQ or motivation. Although all had losses in achievement test scores at the end of the 1st year, the seminar group ranked first at the close of the program on every criterion measure variable, thus suggesting a differential response to the program. (JD)

ED 033 395 CG 004 335

Tseng, M. S. Carter, A. R.

Achievement Motivation and Anxiety as Determinants of Vocational Choice.

American Personnel and Guidance Association, Washington, D.C.

Pub Date 1 Apr 69

Note—23p.; Paper presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30--April 3, 1969

Descriptors—*Achievement Need, *Adolescents, Failure Factors, High School Students, Measurement Instruments, *Motivation, *Occupational Aspiration, Occupational Information, Success Factors, Vocational Development

The primary purpose of this study was to investigate motivational aspects of adolescents' vocational behaviors. A motivational contributor to situations perceived as demanding excellence or success-failure is the anxiety level aroused by the success-failure cues in the situation. Subjects were 228 adolescents from grades nine through twelve in McDowell County, West Virginia. The "Achievement Thematic Apperception Test (TAT), Mandler-Cowan's Test Anxiety Questionnaire for High School Students (TAQ), Occupational Prestige Scale (OPS), Haller's Occupational Aspiration Scale (OAS), and the Occupational Questionnaire were administered. Results indicated that the TAT and the TAQ are significant multiple predictors of vocational behaviors. When vocational behaviors are examined in terms of combined motivational conditions, statistically significant differences with regard to perception of occupational prestige, occupational aspirations and the prestige levels of the occupations chosen are observed between high achievement, low fear of failure and low achievement, high fear of failure groups. The findings underline the fact that vocational aspiration and the perceived prestige of an occupation play an important role in occupational choice. (Author/KJ)

Doctoral Dissertations

Miles, Donald Gene. AN EVALUATION OF ACHIEVEMENT MOTIVATION THEORY AND WORK THERAPY PARTICIPATION AS PREDICTORS IN THE VOCATIONAL REHABILITATION OF PSYCHIATRIC PATIENTS. Colorado State College, 1968. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-14,733).

Review of the field of psychiatric rehabilitation showed a lack of demonstrably successful techniques and of firm theoretical foundations. The high vocational failure rate of former mental patients, usually 50 per cent or greater, appeared to be a function of factors beyond residual psychological disability or lack of opportunity for rehabilitation. The theory of achievement motivation was proposed as a potential predictor of vocational success and failure. The theory of achievement motivation states that all persons are motivated by two competing motive systems--the motive to achieve success and the motive to avoid failure. When faced with an achievement-related task, an individual will make a subjective evaluation of the difficulty and incentive requirement of the task. In a person for whom the motive to achieve success is stronger than the motive to avoid failure, the tendency will be to choose tasks which are in the middle range of difficulty, since easy tasks are not rewarding and very difficult tasks are unlikely to be completed successfully. For the person in whom the motive to avoid failure is dominant, tasks in the middle range of difficulty will be avoided because of the threat to self-esteem if a task of reasonable difficulty were failed. Therefore, the failure-motivated person tends to choose very easy tasks or else tasks which are too difficult for success but which inspire admiration because of his high aspirations. The theory proposes that achievement motivation is derived partially from experiences with success and failure in childhood. Mental patients, therefore, might be anticipated to have frequently developed predominance of the protective motive to avoid failure. Five hypotheses concerning the vocational outcome of former psychiatric patients were proposed. Two of the hypotheses anticipated that achievement motivation would be predictive of post-discharge job success and prestige level. One hypothesis predicted that patients who underwent a sheltered workshop experience during treatment would increase their subjective probability estimates of job success and thereby experience more job success than non-participants. The final two hypotheses suggested that an interaction effect between workshop participation and the motive to avoid failure would predict greater community success and higher prestige level of occupation than could be predicted by either factor independently. To evaluate these hypotheses, 134 adult psychiatric patients in treatment at the Fort Logan Mental Health Center, Denver, Colorado, were given a paper and pencil achievement motivation test based on the level of aspiration technique. About half of the patients also participated in a sheltered workshop program during treatment. Post-discharge job success and prestige and difficulty levels were evaluated for two years. The data were analyzed by multiple

regression analysis. The "typical" patient in the study was characterized by a relatively high motive to avoid failure, by a tendency to be vocationally unsuccessful, by employment in an extremely low-prestige job, if employed, and by an increasing probability of failing as the prestige and difficulty levels increased. The hypotheses predicting that the sheltered workshop experience would affect later job success were not supported by the findings. The remaining hypotheses were all statistically significant in the predicted directions. Achievement motivation was more useful in predicting workers' prestige and difficulty levels than it was in predicting employment or unemployment. Further, workshop participation apparently had no effect on the levels of job success or prestige. However, failure-fearing workshop participants were more likely to enter employment at a higher prestige level than were non-participants. Vocational outcome for men was more predictable from achievement motivation theory than for women, and the results were significantly attenuated by the inclusion of nearly 60 percent women in the sample.

Ryals, Kelvin Richard. AN EXPERIMENTAL STUDY OF ACHIEVEMENT MOTIVATION TRAINING AS A FUNCTION OF THE MORAL MATURITY OF TRAINEES. Washington University, 1969. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-8073).

The main objective of the paper was to study the effects of achievement motivation training (AMT) on the academic performance of a group of average ability eighth and tenth grade pupils. Twenty-four teachers were given the AMT course and they, in turn, trained 64 eighth grade students and 78 tenth grade students in school and camp settings (Fally, 1967). Students and teachers were recruited from three high schools and five intermediate schools located in San Mateo County, California. The AMT course is designed to teach students to think more like a person high in achievement motivation and thus to act like a person high in achievement motivation. Research centered around the achievement motive has indicated that those high in achievement motivation appear to think frequently about competition with standards of excellence and related thought categories. Furthermore, when challenged in skill-related tasks a person high in achievement motivation takes moderate risks, uses his task-related feedback to improve his performance, and seems to want to feel the responsibility for his actions. The AMT course as a training course involves a series of competitive activities which give course participants the opportunity to act out and examine their achievement oriented strivings. The underlying premise of the course is that by aiding participants in thinking more precisely about achievement, they will transfer the newly acquired knowledge to their everyday behaviors. The moral judgment maturity of approximately two-thirds of the eighth graders was measured. Moral maturity was measured according to the sophistication with which students reasoned concerning justice, rights, laws, equity and other concepts included in the realm of moral judgments. Two main hypotheses were tested.

Training was expected to increase the academic performance of trained students in comparison to a randomly selected group of control students. Training was expected to be more effective in increasing the academic performance of students highest in moral maturity. Increased academic performance was measured using grades in English, social studies, mathematics and standardized test scores in the areas of science and social studies. Analysis of the students' academic performance the semester following training (June 1968) indicated that trained students scored significantly higher than did control students ($P < .05$) on mathematics grades and science standardized test scores. Analysis of English and social studies grades showed no significant differences between trained and control students. The social studies standardized test scores showed a significant increase in academic performance favoring only the eighth grade students over control students. Analysis of all dependent variable indications of increased academic performance failed to show support for hypothesis two. The results overall indicate that the training was most effective when carried out in a camp setting as opposed to a school setting. Furthermore, the training effect appeared to be greatest for those students who were prone to be interested in constructional activity as opposed to activity more closely related to verbal ability. The paper offers a thorough description of the AMT course, and a theoretical review of the relation between the achievement motive and moral judgment maturity. Directions for the measurement of the achievement motive and moral judgment maturity are included in the paper.

Shea, Dennis Joseph. THE EFFECTS OF ACHIEVEMENT MOTIVATION TRAINING ON MOTIVATIONAL AND BEHAVIORAL VARIABLES. Washington University, 1969. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 69-22,558).

The study was designed to assess the effect of achievement motivation and Origin training on the feelings of personal control and the goal setting behavior of 6th grade children. The training used in this study was administered in a two-step process. Sixth grade teachers were randomly selected and took part in a week-long achievement motivation training course similar to the kind given to businessmen in India and the United States and to high school underachievers in Boston. The teachers and the training staff then developed four classroom units (each lasting about ten weeks) which were designed to increase achievement motivation and Origin behavior. The four units were: I. Self Evaluation. In this unit the children wrote stories around the theme "Who am I?" and discussed those stories in class; II. Achievement Imagery. In this unit the children wrote stories that contained content indicative of achievement thinking. In addition, they were taught achievement related vocabulary; III. Spelling Risk Taking Game. In this unit

the children were taught the value of taking moderate risks (i.e., setting moderately difficult goals) in a spelling bee; IV. Origin Manual. In this unit the children were taught that if they acted like Origins, i.e., if they took personal responsibility for their behavior, and if they set realistic goals and acted to reach those goals, they could be more successful in their endeavors. The subjects in this study were 100 males and 100 females randomly selected from the experimental (teachers and students received training) and control (neither teachers nor students received training) classrooms. All Ss were Negro and were distributed across nine experimental and seven control classes. The Children's Picture Test (CPT) of the internal-external control of reinforcement variable was administered prior to and following Unit IV (the Origin Manual). The hypothesis that Ss who received Unit IV training would score more "internal" (i.e., feel that they were in control of their fate) and the Ss who were not trained more "external" (i.e., feel that their fate was controlled by outside forces, luck, etc.) was not confirmed. A risk taking or goal setting measure was administered at the end of the school year. On the task, Ss could choose to solve arithmetic problems at varying levels of difficulty, ranging from those that were very easy to those that were very difficult . The hypothesis that trained Ss would choose more realistic problems (i.e., levels of difficulty that were closer to their own ability level) than the untrained Ss was supported in the interaction with the CPT level. The hypothesis that Ss who scored "internal" on the CPT would choose more realistic goals was statistically supported. "Externals" tended to choose very difficult problems. This difference was especially evident in the untrained group. The "external" Ss in the experimental group behaved like "internals" in that they chose more realistic goals. This finding led to the conclusion that the training was most effective with the Ss who needed it most, i.e., those powerless Ss who felt that they could not control their fate. The data indicated that Ss who chose more realistic problems tended to be more successful in solving them. "Internals" used feedback better than "externals" in raising their goals after success and lowering them after failure. Females tended to be more realistic and successful than males. All relationships between training, goal setting, and the CPT measures held only with the first measure of the CPT. No significant relationships were obtained with the second measure. The very risky Ss who scored "external" on the first measure of the CPT tended to score "internal" on the second measure. This behavior was interpreted as a further indication of their unrealistic behavior and was attributed to the feeling of powerlessness.

Starr, Howard Allen. AN INVESTIGATION OF THE APPLICATION OF ACHIEVEMENT MOTIVATION SEMINARS TO COLLEGE FRESHMEN AS A DEVICE FOR OBTAINING GREATER SELECTED TRADITIONAL COLLEGE SUCCESSES DURING THE FRESHMAN YEAR. East Texas State University, 1969. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-11,304).

The purpose of the study was to seek information about the effect of Achievement Motivation Seminars freshman orientation as compared with a traditional orientation program for freshmen. The study utilized four traditional measures of college success as the criteria for comparison. The four criteria were: (1) grade point average; (2) transfer and dropout frequency; (3) utilization of counseling center; and (4) involvement in co-curricular activities during the fall 1968 term, the spring 1969 term, and the 1968-69 academic year. The investigation was carried out at Austin College in Sherman, Texas. Out of a 1968-69 freshman class of 304 students, the study utilized 112 subjects. These 112 students were distributed on a random basis among four control groups using the Achievement Motivation Seminars approach to orientation. The t test with six degrees of freedom was used to measure for significance of difference between grade point averages for the four control and four experimental groups. The .05 level of significance was selected as the point for acceptance or rejection of the null hypothesis. The chi square test with Yates's correction and one degree of freedom was used for the remaining three criteria. Again the .05 level of significance was the point selected for rejection or acceptance of the null hypothesis concerning these criteria. At the termination of the study the null hypothesis was accepted for the four criteria of comparison. No significant difference at the .05 level of significance was found when comparing the control groups to the Achievement Motivation Seminars groups based on grade point average, dropout and transfer frequency, involvement in co-curricular activities and utilization of the counseling facilities on the Austin College campus during the 1968-69 academic year. There was no evidence that either the Achievement Motivation Seminars or the Basic Decisions orientation program was superior when compared on the basis of four traditional criteria of successful orientation programs. It could be concluded that the study as designed showed no significant differences at the .05 level of significance for members of either the control or experimental groups. The control and experimental groups showed approximately the same level of operation on each of the four selected criteria. It was recommended from the study that research concerning the criteria selected for the comparative study be undertaken. Such traditional criteria as selected for the study might be repudiated, in later research, to more relevant and meaningful criteria which could speak more realistically to success or failure on the college campus of the 1960's and 1970's. It was recommended that the leaders of the Achievement Motivation Seminars program be as sophisticated, through appropriate leadership training in the program, with their approach as the leaders of the traditional Basic Decisions approach. Finally, it was recommended that the program as used in 1968-69 at Austin College should undergo revision before being used with the 1969-70 freshman orientation program.

Journal Articles

Alfred S. Alschuler. *The Effects of Classroom Structure on Achievement Motivation and Academic Performance.* Educational Technology, August 1969, 9(8), pp19-24.

The author concluded that the school structure is seriously at odds with achievement motivation. Taking initiative and personal responsibility often are dysfunctional. Ways of putting students more "in charge" of their own learning were denied. The learning process in several classrooms with the cooperation and advice of the teachers was restructured and resulted in dramatic increase in the amount students learned.

Breit, Saul. *Arousal of Achievement Motivation With Causal Attributions.* Psychological Reports, October 1969, 25(2), pp539-542.

Lubetkin, Barry S., and Lubetkin, Arvin I. *Achievement Motivation in a Competitive Situation: The Older Female Graduate Student.* Journal of Clinical Psychology, April 1971, 27(2), pp269-271.

McClelland, David C. *The Role of Educational Technology in Developing Achievement Motivation.* Educational Technology, October 1969, 9(10), pp7-16.

Essay focusing on how achievement motivation is developed in students and adults, with some discussion of how various dimensions of educational technology may contribute to this development. Paper written pursuant to contract 0-8-071231-1747 with the U.S. Office of Education, under provisions of the Cooperative Research Program. (LS)

Mehrabian, Albert. *Measures of Achieving Tendency.* Educational and Psychological Measurement, 1969, 29, pp445-451.

This study provides validational data relating to male and female scales of achievement reported by Mehrabian (1968). Revised versions of the scales significantly correlated with two other measures of achievement and, as expected, did not consistently relate to measures of affiliation. The male scale correlated inversely with measures of neuroticism, test anxiety and dogmatism.

Mukherjee, Bushwa Nath. *Some Characteristics of the Achievement-Oriented Person: Implications for the Teacher-Learning Process.* Education and Science International Journal, December 1969, 3(3), pp209-216.

Tseng, M.S., and Carter, A. R. *Achievement Motivation and Fear of Failure as Determinants of Vocational Choice, Vocational Aspiration and Perception of Vocational Prestige.* Journal of Counseling Psychology, March 1970, 17(2), pp150-156.

The subjects in whom the motive to approach success was greater than the motive to avoid failure had significantly more accurate perceptions of occupational prestige and higher occupational aspirations than subjects in whom the motive to avoid failure was greater than the motive to approach success.

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